

Investigation

Suggesting and defending ways to clear up confusions about ideas
(13 of 13 thinking/reasoning skill processes)

Creating a Performance Task

Step 1: Identify a content standard to be taught.

Step 2: Select thinking/reasoning skill processes.

Step 3: Write a 1st draft of the task incorporating steps 1 and 2.

Step 4: Identify standards from Learner Performance goals (LLL) to be included and revise task to make these standards explicit.

Step 5: Identify what kind of product/performance will be produced, add it to the performance task description.

Questions the Process Helps Explore

- ☐ What event or idea do I want to clear up?
- ☐ What do people already know?
- ☐ What confusions do people have about the idea or event?
- ☐ What suggestions do I have for clearing up these confusions?
- ☐ Who can I defend my suggestions?
- ☐ What are the defining characteristics (definitive)?
- ☐ Why/How did this happen (historically)?
- ☐ What would/could have happened (projective)?

Steps in the Process

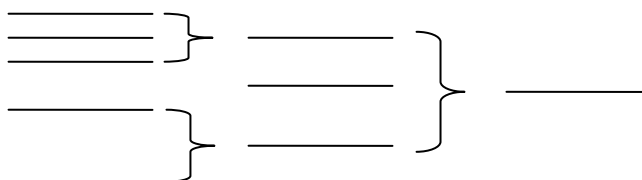
1. Clearly Identify:
 - ☐ Hypothetical event to be defined or described (Projective Investigation).
 - ☐ Past event to be explained (Historical Investigation).
 - ☐ Concept to be explained (Definitional Investigation).
2. Identify what is already known or agreed upon.
3. Identify and explain the confusion or contradiction.
4. Develop and defend a plausible resolution to the confusion or contradiction.

Teaching a Thinking Skill

- ☐ Introduce skill, give several examples, and discuss its performance (when, where, how to use it).
- ☐ Explain mental processes to do the thinking, model the process.
- ☐ Let students practice the skill several times using personal, easy to understand content.
- ☐ Put the skill into the context of your academic content.
- ☐ Model, model, model!

Optional Graphic Organizers

Causal Analysis	
Plus	Minus



Example

What are the things that make a neighborhood a neighborhood?